



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1350 4th Avenue, Thatcher, AZ 85552

Thatcher Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jim Hughes
Schedule : 07:30 AM to 04:30 PM
Grades : 4-6
Web Address : www.thatcherud.k12.az.us
Phone Number : (928) 348-7250
Fax Number : (928) 348-7220
E-mail : hughes.jim@thatcherud.k12.az.us

Mission

At Thatcher Elementary School, students are our top priority, and all of our actions are guided by the answer to the question, 'What is in the best interest of our students?' With this in mind, it is our mission to provide support, guidance, and a nurturing environment necessary for our students to discover, create, learn, and progress toward their maximum potential. This will happen through the cooperative efforts of staff, students, parents, administration, and community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improve in identified areas of weakness on the AIMS test. Each grade level determines their own weak area, and works towards a goal of 100% of students being at or above average in the identified areas.
- ü Reduce the number of students in the lowest quarter group on the AIMS D.P.A. by 2 percent.
- ü Maintain strengths: As we identify weaknesses, we intend to maintain areas of strength by identifying what practices have been most effective, and identifying new practices that address both strengths and weaknesses.

Enrollment

October 1, 2005 School Year Student Enrollment : 256
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 38

Instructional Programs

- Ü On-site Special Education
- Ü Gifted
- Ü ESL
- Ü Safelife
- Ü Character Ed.
- Ü Tobacco Awareness
- Ü DARE

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We assume the responsibility of setting and communicating high academic standards with a goal of consistent excellence in the kind of education we provide.

Students and parents are provided with a handbook giving them a calendar of grading periods, as well as grading and other policies. Also include is our standards, mission, and belief statements. School/parent communication is maintained through newsletters, web site postings, emails, and letters home or phone calls for individual matters.

Parents

It is the responsibility of parents to send children, who are properly nourished and appropriately dressed, punctually and regularly to school. Parents are also urged to keep an open line of communications with individual teachers in order to eliminate problems before they grow larger. Parents and the school are partners in the education of children. We have worked to open lines of communication by installing classroom phones, and making teacher email addresses and phone extensions available.

Transportation Policy

Transportation is available for students living in district boundaries beyond a one-mile limit. Transportation is also available for physically challenged, special education students within district boundaries, regardless of distance.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Presidential Academic Fitness Award	2001
Ü TUSD Teacher of the Year	2002
Ü 3 new masters degrees, one with distinction for 4.0 GPA	2004
Ü National Elks Hoop-Shoot winner	2005

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	88	80147	100	100	99	486	486	482	1	1	11	16	16	17	60	60	49	23	23	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	39281	100	100	99	493	493	483	NA	NA	9	13	13	17	58	58	50	30	30	24
Male	48	48	40780	100	100	98	481	481	482	2	2	12	19	19	17	63	63	48	17	17	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	13	13	33494	100	100	99	476	476	466	NA	NA	15	38	38	23	38	38	49	23	23	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	72	72	36122	100	100	99	488	488	501	1	1	5	11	11	10	65	65	50	22	22	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	79	79	69852	100	100	100	485	485	488	1	1	7	16	16	16	58	58	51	24	24	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	48	48	38371	100	100	97	483	483	465	NA	NA	15	17	17	23	65	65	49	19	19	13
Non-Economically Disadvantaged	40	40	41776	100	100	100	490	490	498	3	3	6	15	15	11	55	55	49	28	28	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	88	79686	100	100	98	488	488	470	3	3	11	14	14	24	75	75	57	8	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	39163	100	100	99	497	497	475	NA	NA	9	15	15	22	75	75	60	10	10	10
Male	48	48	40438	100	100	97	481	481	465	6	6	13	13	13	25	75	75	54	6	6	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	13	13	33299	100	100	98	469	469	452	8	8	17	23	23	32	62	62	47	8	8	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	72	72	35914	100	100	98	492	492	489	3	3	5	13	13	15	76	76	67	8	8	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	79	79	69878	100	100	100	486	486	475	4	4	8	14	14	23	73	73	61	9	9	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	48	48	38095	100	100	97	483	483	452	4	4	17	17	17	32	73	73	48	6	6	3
Non-Economically Disadvantaged	40	40	41591	100	100	99	494	494	486	3	3	6	10	10	16	78	78	65	10	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	88	80372	100	100	99	496	496	475	1	1	4	18	18	30	78	78	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	39452	100	100	99	518	518	488	NA	NA	3	10	10	22	88	88	72	3	3	3
Male	48	48	40836	100	100	98	478	478	464	2	2	6	25	25	37	71	71	56	2	2	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	13	13	33608	100	100	99	488	488	462	NA	NA	6	31	31	36	69	69	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	72	72	36213	100	100	99	497	497	489	1	1	2	17	17	22	79	79	72	3	3	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	79	79	69846	100	100	100	494	494	482	1	1	3	18	18	26	78	78	69	3	3	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	48	48	38521	100	100	98	486	486	461	2	2	6	25	25	38	71	71	55	2	2	1
Non-Economically Disadvantaged	40	40	41851	100	100	100	508	508	489	NA	NA	3	10	10	22	88	88	72	3	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	68	79306	100	100	99	527	527	504	1	1	13	22	22	20	47	47	49	29	29	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	38845	100	100	99	528	528	505	NA	NA	11	20	20	20	57	57	50	23	23	18
Male	38	38	40383	100	100	98	526	526	504	3	3	14	24	24	19	39	39	47	34	34	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	56	56	36234	100	100	99	530	530	523	2	2	6	18	18	13	50	50	52	30	30	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	62	62	69020	100	100	100	528	528	510	NA	NA	9	21	21	18	50	50	52	29	29	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	33	33	37437	100	100	97	518	518	486	NA	NA	19	24	24	26	55	55	46	21	21	9
Non-Economically Disadvantaged	35	35	41869	100	100	100	536	536	521	3	3	7	20	20	14	40	40	51	37	37	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	68	79000	100	100	98	511	511	489	1	1	10	15	15	24	71	71	58	13	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	38774	100	100	99	524	524	494	NA	NA	7	10	10	22	70	70	61	20	20	10
Male	38	38	40150	100	100	98	501	501	485	3	3	12	18	18	25	71	71	55	8	8	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	56	56	36135	100	100	98	511	511	508	2	2	4	13	13	14	75	75	67	11	11	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	62	62	69009	100	100	100	514	514	495	NA	NA	6	15	15	22	71	71	62	15	15	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	33	33	37234	100	100	97	507	507	472	NA	NA	15	15	15	33	70	70	50	15	15	3
Non-Economically Disadvantaged	35	35	41766	100	100	99	515	515	505	3	3	5	14	14	16	71	71	65	11	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	68	79611	100	100	99	531	531	496	NA	NA	7	22	22	37	78	78	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	39016	100	100	99	550	550	511	NA	NA	4	13	13	29	87	87	66	NA	NA	1
Male	38	38	40519	100	100	98	516	516	482	NA	NA	10	29	29	44	71	71	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	56	56	36380	100	100	99	533	533	511	NA	NA	4	20	20	30	80	80	65	NA	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	62	62	68947	100	100	100	533	533	504	NA	NA	4	21	21	34	79	79	61	NA	NA	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	33	33	37626	100	100	98	531	531	479	NA	NA	10	24	24	45	76	76	45	NA	NA	0
Non-Economically Disadvantaged	35	35	41985	100	100	100	530	530	511	NA	NA	4	20	20	30	80	80	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	110	79327	100	100	98	542	542	518	8	8	19	17	17	20	45	45	46	30	30	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	53	38961	100	100	98	543	543	520	8	8	16	19	19	20	45	45	48	28	28	16
Male	57	57	40295	100	100	97	540	540	516	9	9	21	16	16	19	44	44	44	32	32	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	21	21	32327	100	100	98	531	531	499	5	5	27	19	19	25	57	57	41	19	19	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	84	84	36373	100	100	98	548	548	538	7	7	10	17	17	14	42	42	52	35	35	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	101	101	70006	100	100	100	540	540	524	9	9	14	18	18	19	44	44	49	30	30	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	59	59	37097	100	100	97	530	530	498	12	12	27	22	22	25	47	47	41	19	19	7
Non-Economically Disadvantaged	51	51	42230	100	100	99	556	556	535	4	4	11	12	12	15	41	41	50	43	43	24

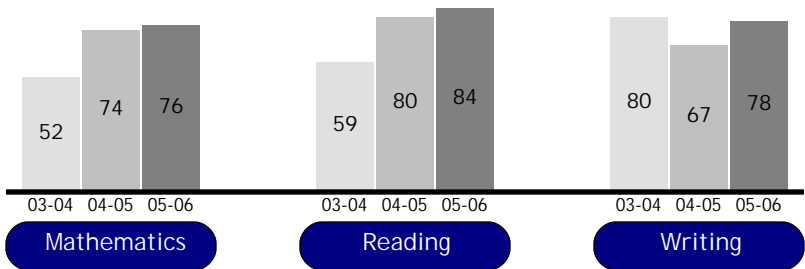
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	110	79501	100	100	98	516	516	497	3	3	10	16	16	25	74	74	60	7	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	53	39062	100	100	99	520	520	502	2	2	8	13	13	23	77	77	64	8	8	5
Male	57	57	40368	100	100	98	513	513	491	4	4	13	19	19	27	70	70	57	7	7	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	21	21	32389	100	100	98	505	505	478	10	10	16	14	14	34	67	67	48	10	10	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	84	84	36446	100	100	99	521	521	516	NA	NA	4	15	15	15	77	77	73	7	7	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	101	101	70090	100	100	100	516	516	502	3	3	7	17	17	24	73	73	65	7	7	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	59	59	37183	100	100	97	509	509	479	5	5	16	20	20	34	69	69	49	5	5	1
Non-Economically Disadvantaged	51	51	42318	100	100	99	525	525	513	NA	NA	5	12	12	17	78	78	70	10	10	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	110	80000	100	100	99	601	601	564	NA	NA	3	NA	NA	11	76	76	75	24	24	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	53	39288	100	100	99	605	605	579	NA	NA	2	NA	NA	6	75	75	77	25	25	16
Male	57	57	40644	100	100	98	597	597	549	NA	NA	4	NA	NA	15	77	77	74	23	23	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	21	21	32672	100	100	99	599	599	548	NA	NA	4	NA	NA	14	86	86	76	14	14	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	84	84	36602	100	100	99	602	602	579	NA	NA	2	NA	NA	7	74	74	75	26	26	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	101	101	70081	100	100	100	602	602	571	NA	NA	2	NA	NA	7	74	74	79	26	26	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	59	59	37534	100	100	98	599	599	547	NA	NA	4	NA	NA	15	78	78	76	22	22	5
Non-Economically Disadvantaged	51	51	42466	100	100	100	603	603	578	NA	NA	2	NA	NA	7	75	75	75	25	25	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	98	65	NA	56	98	59	59	48	100	63	63	52
	Language	99	55	55	52	98	60	59	49	100	63	63	52
	Mathematics	98	61	61	61	98	63	63	53	100	63	63	58
5	Reading	99	56	NA	55	100	59	59	50	99	73	73	56
	Language	99	54	54	49	100	60	60	50	99	65	65	54
	Mathematics	99	58	58	63	100	55	55	49	99	67	67	52
6	Reading	100	63	NA	56	98	58	58	51	99	68	68	56
	Language	100	55	55	48	98	58	58	47	99	68	68	50
	Mathematics	100	76	76	66	98	63	63	52	99	73	73	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Thatcher Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü Textbook Selection
- ü School Safety Issues
- ü Extracurricular Activities
- ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	1.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	1	0	0
10 or more years	5	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Internet Based Technology
- ü Up-To-Date Library Services
- ü LCD media display

Extracurricular Activities

- ü Band (Grades 5 and 6)
- ü Orchestra
- ü Track and Field Day
- ü After School Soccer/Basketball/Wrestling
- ü Vocal Music

Social Services

- ü Lunch Program
- ü Breakfast Program
- ü Health Screening Services
- ü DES Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Labeled a 'Highly Performing' school by the Arizona Department of Education for the fourth year in a row.
- ü Labeled 'Highly Performing' by the Federal No Child Left Behind Act.
- ü Many students' writings published in local newspaper.
- ü 100% of the 6th grade students either exceeded or Met the standards on the writing section of the 2006 AIMS Test.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	98	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Thatcher Unified School District holds the safety of their students and employees as the highest priority. Students are closely supervised by faculty, staff, and local law enforcement. We maintain high standards of behavior for our students, and we make sure that they understand those standards.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Wendy Jensen	(928) 428-4456
Transportation Policy	Mike Ajeman	(928) 348-5279
Community Resources	Kay Stacey	(928) 348-7252
School Nutrition Programs	Margaret Vidales	(928) 348-7211
Parent Organization	Amy Boltinghouse	(928) 348-7262
Student Health/Nurse	Lynn Smith	(928) 348-7250

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.